

Vocal/Choral

Introduction

The Vocal/Choral Music Standards of Learning are organized into four sequential and developmental levels: Beginning, Intermediate, Advanced, and Artist. These four descriptors are based on vocal maturation and increasing musicianship skills. The Artist Level is the culminating vocal/choral experience in which the singer is prepared for future musical development and career opportunities. Since students in Virginia may be introduced to the choral ensemble experience at varying grade levels, the use of the four sequential and developmental levels allows for consistency and instructional flexibility.

The Standards are to be used as guidelines and benchmarks for student achievement. The four strands—Perform, Create, Investigate, and Connect—provide the organization for these instructional strategies. Opportunities are provided for students to explore ways in which the content of the various disciplines, within and outside the arts, are interrelated with those of music.

Beginning Level

The Music Standards of Learning for the Beginning Level are designed for students experiencing their first vocal/choral class. A beginning choir may be found at any grade level within the elementary, middle, and secondary school setting as prescribed by the local school district.

The Beginning Level Standards of Learning emphasize fundamental vocal development, traditional notation, and the introduction to ensemble singing. These Vocal/Choral Standards of Learning require performance, creativity, and investigation at a fundamental level. Opportunities are provided for students to explore ways in which the content of the various disciplines, within and outside the arts, are interrelated with those of music.

Perform

- CB.1 The student will use posture and breathing techniques to support vocal production.
1. Identify vocal anatomy including the function of the diaphragm and larynx in singing.
 2. Utilize breathing exercises during vocal warm up.
- CB.2 The student will sing with a free, clear tone and accurate intonation.
1. Demonstrate knowledge of terminology related to phonation.
 2. Use vocal development exercises to produce a relaxed, open throat while singing.
 3. Use vocal development exercises to achieve accurate intonation.
- CB.3 The student will sing with purity of vowels and clarity of consonants.
1. Distinguish between vowel sounds ah, eh, ee, oh, oo.
 2. Articulate consonants.
- CB.4 The student will demonstrate indicated dynamics and tempo in individual and group singing.
1. Apply dynamic markings including p, f, mp, mf, pp, ff, crescendo, decrescendo.
 2. Apply tempo markings as indicated.
- CB.5 The student will perform music in unison and harmony.
1. Sing at least three of the following: rounds, canons, descants, partner songs.
 2. Sing literature in two-part harmony.
 3. Sing literature with and without instrumental accompaniment.
- CB.6 The student will respond to basic conducting gestures.

Create

- CB.7 The student will respond to music through movement.
1. Use movement to enhance styles of music.
 2. Use body percussion to practice and perform rhythms.
- CB.8 The student will create melodies and rhythms through improvising and composing.
1. Compose a simple melody within specified guidelines.
 2. Create variations of familiar melodic phrases on a neutral syllable.
 3. Improvise "responses" in a similar style to given rhythmic and melodic phrases.
 4. Use multimedia applications in creating original music.

Investigate

- CB.9 The student will investigate approaches for reading and writing basic music notation.
1. Identify notes and rests (eighth, quarter, half, whole), basic symbols, and terms.
 2. Analyze and sight-read simple four-measure phrases using a symbol system.
 3. Read and write rhythmic patterns in simple meter at various tempos.
 4. Utilize available technology.
- CB.10 The student will identify simple musical forms.
1. Identify similar and contrasting phrases.
 2. Recognize visually and aurally AB and ABA forms.
- CB.11 The student will evaluate music performances.
1. Provide answers to questions regarding criteria for evaluating vocal/choral performances and compositions.
 2. Develop and apply criteria for evaluating vocal/choral performances.

Connect

- CB.12 The student will study the relationship of music to the other fine and performing arts.
1. Associate common elements and descriptive terms with those used in music, art, dance, and drama.
 2. Explore careers in music as related to other fine and performing arts.
- CB.13 The student will demonstrate an awareness of cooperation in the vocal/choral setting.
1. Contribute to the success of the ensemble.
 2. Demonstrate concert etiquette as a performer and listener.
- CB.14 The student will study selections representing historical periods, diverse styles, and cultures.
1. Compare and contrast the functions of vocal/choral music in various cultures.
 2. Associate distinguishing characteristics of representative choral music from a variety of cultures.
 3. Classify an exemplary vocal/choral work by historical period, composer, and title.

Intermediate Level

The Intermediate Level Music Standards of Learning are designed for students who have achieved competency in beginning vocal/choral skills. Emphasis is placed on the continuing development of vocal production techniques and ensemble participation. The standards require performance, creativity, and investigation at a level of increased ability as well as an understanding and application of traditional music notation. Opportunities to explore the relationship between music and the arts and disciplines outside of the arts are continued.

Perform

- CI.1 The student will use posture and breathing techniques to support vocal production.
 - 1. Demonstrate a consistent application of breath control.
 - 2. Demonstrate a consistent application of singing posture.
 - 3. Demonstrate knowledge of vocal anatomy through correct vocal production.
- CI.2 The student will sing with a free, clear tone, and accurate intonation.
 - 1. Exhibit understanding of the phonation process.
 - 2. Continue to use vocal development exercises to produce desired tone and intonation.
 - 3. Demonstrate knowledge of individual singing range.
- CI.3 The student will sing with purity of vowels and clarity of consonants.
 - 1. Use vocal development employing ah, eh, ee, oh, oo to promote vowel purity.
 - 2. Articulate consonants.
- CI.4 The student will use dynamics, tempo, blend, and balance in a group performance.
 - 1. Consistently apply dynamic markings: p, f, pp, ff, mp, mf, crescendo, decrescendo.
 - 2. Demonstrate an awareness of blend and balance.
- CI.5 The student will sing music written in three or more parts.
 - 1. Maintain voice part in small ensemble.
 - 2. Sight-read four-measure phrases using a symbol system.
 - 3. Sing with and without instrumental accompaniment.
- CI.6 The student will respond to conducting patterns and interpretive gestures.
 - 1. Become familiar with basic conducting patterns of one beat, two beats, three beats, and four beats.
 - 2. Become familiar with deviation in conducting pattern for stylistic interpretation.

Create

- CI.7 The student will respond to music through movement.
 - 1. Create movement for diverse styles of music.
 - 2. Design body percussion for rhythm studies.
- CI.8 The student will create through composing and improvising.
 - 1. Improvise rhythmic and melodic phrases.
 - 2. Create harmony to a given melody.
 - 3. Use available multimedia applications and technology.

Investigate

- CI.9 The student will investigate approaches for reading and writing music notation.
1. Identify dotted notes and rests, sixteenth notes and rests, basic symbols, and terms.
 2. Analyze four-measure phrases using a symbol system.
 3. Read and write rhythmic patterns in simple and compound meters and various tempos.
 4. Use available technology.
- CI.10 The student will identify music forms and texture.
1. Identify monophonic, homophonic, and polyphonic texture.
 2. Perform music in various forms including AB and ABA.

Connect

- CI.11 The student will evaluate musical performances.
1. Formulate questions related to criteria for self-evaluation of vocal/choral performances.
 2. Evaluate individual and group performances.
- CI.12 The student will study the relationship of music to the arts and disciplines outside the arts.
1. Examine characteristics of various arts from a particular historical period and from various cultures using common elements and characteristic terms.
 2. Explore careers in music as related to the other fine and performing arts.
- CI.13 The student will demonstrate cooperative behavior in the vocal/choral setting.
1. Continue to contribute to the success of the ensemble.
 2. Demonstrate concert etiquette as a performer and listener.
- CI.14 The student will study and perform selections representing diverse historical periods, styles, and cultures.
1. Describe distinguishing characteristics of representative vocal/choral music from a variety of cultures.
 2. Compare and contrast the functions of vocal/choral music in various cultures.
 3. Associate an exemplary vocal/choral work with its historical period, composer, and title.

Advanced Level

The advanced vocal/choral student will continue to acquire proficiency in ensemble singing and will begin to develop competency in individual performance. Singing with refined expressive qualities, the student will perform vocal/choral selections and sight-reading material at increased levels of difficulty. Students will demonstrate an expanded ability in performance, creativity, and analytical investigation and will also gain experiential knowledge of leadership and evaluative skills in group and individual settings. Opportunity for students to explore the relationship between music and other disciplines continues to be provided.

Perform

- CAD.1 The student will demonstrate an understanding of vocal technique as applied to advanced vocal literature.
1. Demonstrate consistent advanced vocal production.
 2. Demonstrate knowledge of vocal anatomy.
 3. Use vocal technique in control of dynamics and articulation.
 4. Exhibit increased ability to breathe efficiently while singing.
- CAD.2 The student will consistently demonstrate accurate intonation in solo and ensemble singing.
1. Continue to use vocal development exercises to achieve consistent and accurate intonation.
- CAD.3 The student will sing with purity of vowels and clarity of consonants.
1. Demonstrate difference between voiced and unvoiced consonants.
 2. Demonstrate the use of vowel placement to adjust tone.
 3. Demonstrate difference between pure vowels and diphthongs.
- CAD.4 The student will sing in a manner reflecting expressive qualities of music.
1. Incorporate mood, tempo, dynamics, and tone color into performance.
 2. Demonstrate blending vocal timbres and matching dynamic levels.
 3. Demonstrate the ability to sing with expressive phrasing.
- CAD.5 The student will perform music written in four parts with and without accompaniment.
1. Sing in small ensembles with one student on a part.
 2. Perform music with traditional and non-traditional harmonies.
- CAD.6 The student will respond to various conducting patterns and interpretive gestures.
1. Respond to changing and mixed meter.
 2. Demonstrate conducting patterns in duple and triple meter.
- CAD.7 The student will demonstrate the ability to sing independently.
1. Demonstrate audition skills.
 2. Demonstrate memorization skills.
 3. Perform a song and/or an individual vocal part alone.
- CAD.8 The student will read and write notation.
1. Use a symbol system to sight-read melodic lines in major keys.
 2. Read and write rhythmic and melodic notation.
 3. Sight-read individual voice part in a vocal score.
 4. Use available technology.

Create

- CAD.9 The student will respond to music through movement.
1. Create movement for diverse styles of music.
- CAD.10 The student will create through composing, improvising, and arranging.
1. Create harmonies to a given melody.
 2. Improvise, vocally, a simple melody.
 3. Create arrangements of known melodies.
 4. Use available multimedia applications and technology.

Investigate

- CAD.11 The student will identify various compositional methods in the music being studied including fugue, word painting, modulation, and aleatory music.

Connect

- CAD.12 The student will demonstrate an understanding between the relationship of music to other arts and disciplines outside the arts.
1. Find and describe the correlation between vocal/choral music and other disciplines taught in school.
 2. Explore careers in music as related to the other fine and performing arts.
- CAD.13 The student will demonstrate leadership ability in the vocal/choral setting.
1. Demonstrate the ability to fulfill leadership roles including one or more of the following: section leader, officer, accompanist, peer mentor.
 2. Exhibit concert etiquette during performances in a variety of settings.
- CAD.14 The student will evaluate musical performances.
1. Evaluate and offer constructive suggestions for improvement of personal and group performances.
 2. Articulate musical preferences through the use of music terminology.
- CAD.15 The student will study and sing selections representing various historical periods, styles, and cultures, including music of the twentieth century.
1. Sing selections in a variety of foreign languages.
- CAD.16 The student will demonstrate the ability to make informed decisions as a consumer of music.
1. Identify opportunities to participate in vocal/choral ensembles in the community.
 2. Demonstrate knowledge of opportunities for attendance at professional and community concerts.

Artist Level

The student at the Artist Level will acquire refined musicianship skills in individual and ensemble performance. The student will continue to develop the ability to evaluate music performances and articulate preferences and choices through the use of cognitive skills and analytical thinking. Connections with music in the community and the world will be expanded, and the creation of an individual performance portfolio will be developed. Competency in solo/ensemble singing and the use of foreign languages will assist in preparing the singer for future musical/vocal development and career opportunities. Increasing awareness of the inter-relatedness of music, the arts, and other disciplines will be emphasized.

Perform

- CAR.1 The student will demonstrate a command of vocal technique as applied to advanced vocal/choral literature.
1. Demonstrate knowledge of the singing mechanism consistently in vocal production.
 2. Use vocal technique in the control of dynamics and articulation.
 3. Exhibit increased ability to breathe efficiently while singing.
 4. Demonstrate control throughout the vocal range.
- CAR.2 The student will consistently demonstrate accurate intonation in solo and ensemble singing.
1. Apply listening skills to adjust individual intonation within the ensemble.
 2. Use advanced vocal development exercises to improve intonation.
 3. Demonstrate the ability to transpose a cappella music into one or more keys.
- CAR.3 The student will sing with purity of vowels and clarity of consonants.
1. Use International Phonetic Alphabet (IPA) as a resource tool.
 2. Demonstrate difference between voiced and unvoiced consonants.
 3. Demonstrate difference between pure vowels and diphthongs.
- CAR.4 The student will sing in a manner reflecting expressive qualities of music, including twentieth century vocal techniques.
1. Incorporate mood, tempo, dynamics, and tone color into performance.
 2. Demonstrate blending vocal timbres and matching dynamic levels.
 3. Demonstrate the ability to sing with expressive phrasing.
- CAR.5 The student will perform music written in four or more parts with and without accompaniment.
1. Sing in small ensembles with one student on a part.
 2. Perform music with complex and nontraditional harmonies.
- CAR.6 The student will respond to various conducting patterns and interpretive gestures.
1. Respond to changing and mixed meter.
 2. Demonstrate conducting patterns including duple and triple meter.
- CAR.7 The student will demonstrate the ability to perform a solo and sing an individual voice part.
1. Demonstrate audition skills.
 2. Demonstrate memorization skills.
 3. Sing a selection from standard solo repertoire.

- CAR.8 The student will read and write complex notation.
1. Demonstrate the ability to play an individual voice part on a melodic instrument.
 2. Sight-read melodic lines in major and minor keys.
 3. Read and write complex rhythmic patterns in various meters.
 4. Sight-read any voice part in a full vocal score.

Create

- CAR.9 The student will respond to music through movement.
1. Create movement for selected styles of music.
 2. Design choreography for selected styles of music.
- CAR.10 The student will create through improvising, composing, and arranging.
1. Create a descant or ostinato to a previously learned melody.
 2. Create harmonies to a given melody.
 3. Improvise on a simple melody.
 4. Create an arrangement to a given melody.
 5. Use available multimedia and technology.

Investigate

- CAR.11 The student will identify various compositional methods encountered in the music being studied including fugue, word painting, modulation, and aleatory music.

Connect

- CAR.12 The student will demonstrate an understanding between the relationship of music to the other arts and disciplines outside the arts.
1. Find and describe the correlation between vocal/choral music and other disciplines taught in school.
 2. Explore careers in music as related to the other fine and performing arts.
- CAR.13 The student will demonstrate leadership ability in the vocal/choral setting.
1. Demonstrate the ability to fulfill leadership roles including one or more of the following: section leader, student conductor, accompanist, officer, peer mentor.
 2. Demonstrate concert etiquette during various performances in a variety of settings.
- CAR.14 The student will evaluate music performances.
1. Evaluate and offer constructive suggestions for the improvement of personal and group performances.
 2. Articulate music preferences through the use of music terminology.
 3. Examine professional music reviews as found in available publications.
- CAR.15 The student will study and sing selections representing historical periods, various styles, cultures, and music of the twentieth century.
1. Choose selections from more than one foreign language.
 2. Develop a portfolio of repertoire performed.

- CAR.16 The student will demonstrate the ability to make informed decisions as a consumer of music.
1. Identify opportunities to contribute to the musical community.
 2. Demonstrate opportunities for attendance at professional and community concerts.